

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER OCT 23 PM 2:41 </div>
Application deadline:	5:00 p.m. Central Time, October 26, 2017			
Submittal Information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Canutillo ISD	071907			
Vendor ID #	ESC Region #			
74-6028038	19			
Mailing address		City	State	ZIP Code
7965 Artcraft Rd		El Paso	TX	79932
Primary Contact				
First name	M.I.	Last name	Title	
Tracy	J	Andrews	CTE Director	
Telephone #	Email address		FAX #	
915-877-7575	tandrews@canutillo-isd.org		915-877-7530	
Secondary Contact				
First name	M.I.	Last name	Title	
Luis		Guerra	External Funding Coordinator	
Telephone #	Email address		FAX #	
915-877-7497	lguerra@canutillo-isd.org		915-877-7414	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Pedro	M.I. Last name Galaviz	Title Superintendent
Telephone # 915-877-7444	Email address pgalaviz@canutillo-isd.org	FAX # 915-877-7414
Signature (blue ink preferred)		

Date signed

Only the legally responsible party may sign this application.

10/12/17

701-17-103-051

Schedule #1—General Information

County-district number or vendor ID: 071907	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Focus area 3 grant funds will provide all Canutillo ISD students an additional, innovative horticulture science program of study within the existing Agriculture Science Department. Receipt of this award will allow the district to purchase the necessary equipment and materials to introduce this program otherwise not available to students that live in a community rich with farming, ranching and agriculture and showing enthusiasm to pursue this field after high school.

CISD families live in a suburban-rural area and unfortunately face the negative stigma that accompanies low socioeconomic status daily. El Paso County, situated on the U.S.-Mexico border, is one of the largest international metroplexes in the world with a population of over 835,000 separated only by the Rio Grande. Directly across the Rio Grande sits El Paso's sister city, Juarez, Mexico. With a population of 1.3 million, Juarez has recently been labeled the most dangerous city in the world because of its ongoing drug war. As a result, the economy has been deteriorating and has forced its citizens to live in conditions that are often times worse than any other developing country. Many families flee Juarez and seek refuge in El Paso and become students in CISD. El Paso County is home to some of the poorest zip codes in the country. 81.3% percent of the residents are Hispanic and 73.1% speak languages other than English at home. 75.7% of the population has a high school diploma while only 21.3% of people aged 25 or older have a bachelor's degree (<http://quickfacts.census.gov>).

Canutillo Independent School District, located in west El Paso County, serves 6,024 students who reside on the fringes of the El Paso city limits including Canutillo, the Village of Vinton and the community of Westway. A majority of the student population (94.44% Hispanic-Latino) comes from a median household income of about \$28,000, and a 40% poverty rate which is well below the average for the county. In an effort to expose and provide CISD students the latest technology, academic and technical skills the district will invest awarded grant funds in an innovative horticulture program of study. This program will increase all students opportunities to acquire knowledge and technical skills that will lead them to identified high-demand, high-wage and high-skill careers in the field. The program will improve student outcomes by providing more real-world, cutting edge educational opportunities with internships, work-based learning locations, collaborative research with land grant universities, water and land conservation efforts, homeopathic research remedies, bioengineering, and hydroponics leading to farm-to-table productions. Students will take part in both internship and work based learning opportunities that will connect them to the workplace such as positions in floral shops, turf management, plant breeders, landscape designers, specialty crop growers, botanists, irrigation management. The decision to expand with this program of study was a result of reviewing the Texas Career Check website ranking farmers, ranchers, and agricultural managers in the Borderplex Region as 18th in the rank of the top 25 occupations making above the Texas median wage and 13th in the state. When students complete the course sequence and work-based training they will have a deeper understanding of not only how products grow but the economics and future research efforts that are involved and prepared to pursue a degree in this high-demand, high-wage field.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Rigor for this pathway will include but not limited to: partnerships with Texas Tech-Lubbock and New Mexico State University's Plant & Environmental Science Program, which is less than 45 minutes from the El Paso city limits. NMSU has border agreements concerning tuition with El Paso residents. University representatives will be asked to serve as members on the CISD CTE Advisory Board as well as curriculum reviewers for this expanded pathway. Preparation for this grant and beyond will continue to afford teacher externship opportunities as they reach out and collaborate with local nurseries, farmers, agricultural scientists, university professors, and agricultural establishments. These vital resources within the partnerships will assist CISD with focusing the curriculum and programs of study offered that align directly with regional workforce trends and needs for the existing, newly developed and future programs of study.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 071907				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$ 0	\$ 0	\$ 0	\$28,316
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,000	\$ 0	\$ 25,000	\$ 0
Schedule #9	Supplies and Materials (6300)	6300	\$5,143	\$ 257	\$ 5,400	\$ 0
Schedule #10	Other Operating Costs (6400)	6400	\$ 0	\$ 0	\$ 0	\$ 0
Schedule #11	Capital Outlay (6600)	6600	\$44,600	\$ 0	\$ 44,600	1,502,236
Grand total of budgeted costs (add all entries in each column):			\$ 74,743	\$ 257	\$ 75,000	\$1,530,552
Administrative Cost Calculation						
Enter the total grant amount requested:					\$ 75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$3,750	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 071907			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$ 8,000
11	Evaluator/evaluation specialist				\$	\$ 2,000
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Student internships				\$	\$ 6,315
22	Executive Director of Facilities				\$	\$11,471
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$27,786
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$ 500
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$ 30
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$ 0	\$28,316

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 071907		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Contracted labor to build greenhouse (to bid out)	\$ 25,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 0	\$ 0
(Sum of lines a, b, and c) Grand total		\$25,000	\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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_____	_____

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$ 5,143	\$ 0
Grand total:		\$ 5,143	\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 071907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$ 0	\$ 0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 071907			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Purchase of design-build greenhouse with grant funds; land provided by CISD			\$44,600	\$1,502,236
Grand total:				\$44,600	\$1,502,236

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 071907										Amendment # (for amendments only):				
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	4,278	70.55%												
Limited English proficient (LEP)	1,765	29.11%												
Attendance rate	NA	96.1%												
Annual dropout rate (Gr 9-12)	NA	1.8%												
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	100.7	25.6%												
6-10 Years Exp.	95.5	24.5%												
11-20 Years Exp.	111.0	28.5%												
20+ Years Exp.	83.4	21.4%												
No degree	2.0	0.5%												
Bachelor's Degree	252.3	64.7%												
Master's Degree	132.5	34.0%												
Doctorate	3.0	0.8%												
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										521	514	461	423	1,919
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										24	26	23	27	100

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A CISD leadership team reviewed the Texas Education Agency strategic priorities and current CTE pathways and has developed a needs assessment and priority focused on connecting high school students to college and careers and how to improve the preparation of students to succeed by fostering more innovative CTE programs of study. As a result, the district is prepared to offer career relevance and experience to students by enhancing and improving CTE courses at the comprehensive high school that address in-demand careers for the regional area and in current or emerging fields. CISD is adopting and strengthening linkages between secondary and post-secondary CTE programs of study by reaching out to universities that offer advanced placement, dual credit and certifications during high school and after graduation. A significant focus alongside post-secondary partnerships is establishing and strengthening collaboration with business and industry experts to include work-based learning opportunities for students and teacher externships. CISD will focus on fostering innovation through the identification and promotion of promising CTE programs, which may include practices and strategies that prepare individuals for non-traditional fields. In conjunction with the Texas Workforce Commission and Workforce Borderplex, CISD has evaluated how to increase the number of students who earn workforce certificates, industry certifications, and/or other high-quality credentials of value. Finally, we assembled a team for promoting the development, implementation, and adoption of not only the programs of study, but of the career pathways aligned with Texas identified in-demand occupations and industries.

After a comprehensive review of all CTE courses, CISD determined the need to expand course offerings, not only to retain students within our district, but increase the value-added to each through robust and rigorous courses, certifications and work-based learning opportunities. This district has one comprehensive high school which puts CISD at a disadvantage competing with three very large school districts able to offer a plethora of programs and pathways. Upon the introduction of a middle school Science, Technology, Engineering, Art and Mathematics (STEAM) Academy, CISD felt that the Horticulture Science program of study would be the most beneficial in meeting the needs of the incoming freshmen students to continue the coursework already set in action.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strengthening linkages between secondary and post-secondary CTE programs	Advisory Board made up of members from Secondary, Postsecondary, and Industry specialists related to horticulture field. Members address industry trends they experience and how curriculum, pathways and certifications can address specific needs. Partnerships with local, city, state and global entities through teacher externships and student internships and research opportunities grant project will afford.
2.	Lack of student exposure to non-traditional fields	Fostering innovation through the identification and promotion of promising CTE programs, which may include practices and strategies that prepare individuals for non-traditional fields such as females in horticulture research and/or science.
3.	Need for more innovative pathways	Promoting and preparing students for high-skill, high-wage, high demand careers within current and emerging fields as developed through the implementation and adoption of the career pathways. Addressing regional in-demand fields of study not currently offered to the students.
4.	Need for more skilled qualified workforce	Increasing the number of students who earn workforce certificates, industry certification, and other high-quality credentials of value. Students will gain real-world experience from work-based opportunities and research projects not currently offered in the Agricultural Science program of study.
5.	Retention of students in district/low enrollment	Offering new and innovative programs that showcase the needs of the regional area. Excite students to complete and pursue post-secondary education in the field of Horticulture Science and Research. Connect students to careers needed in the regional and state areas that are in-demand.

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Schedule #14—Management Plan

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	CTE Director	Academic Administrative Leadership (M.Ed.), minimum 5 years experience with CTE program management and curriculum, high school CTE teaching certification, minimum 3 years CTE teaching experience, CTSSO leadership experience
2	Ag Science Instructor	B.S.Agriculture; major in Agriculture & Extension Education; minimum 5 yrs High School Agriculture Science experience; CTSSO sponsor (FFA); established community partnerships; livestock handling and crop maintenance experience
3	Ag Science Instructor	B.S.Agriculture; major in Agriculture & Extension Education; High School Agriculture Science experience; horticulture science experience (Floral Design courses); CTSSO sponsor (FFA)
4		
5		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Purchase & Build Greenhouse	1. Purchase and Construction of Greenhouse	01/08/2018	02/28/2018
		2. Building Inspections	01/08/2018	03/31/2018
		3. Familiarization time (setting timers, etc)	01/08/2018	03/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2	Advisory Board	1. Add new members involved with new pathway	12/10/2017	02/28/2018
		2. Review of Curriculum and Pathway Objectives	08/15/2017	08/31/2018
		3. Evaluation of Articulation/Dual Credit Courses	08/15/2017	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3	Recruitment/Marketing	1. 1-to-1 Counseling to current High School students	02/01/2018	08/31/2018
		2. District Website Announcements/Monitors	11/30/2017	08/31/2018
		3. PSA to Public, Community	11/30/2017	08/31/2018
		4. Recruitment to lower grade levels (Career Fair)	11/30/2017	08/31/2018
		5.		
4	Curriculum	1. Curriculum Writing	03/31/2018	08/31/2018
		2. Lesson Planning/Professional Development	03/31/2018	08/31/2018
		3. Purchasing Supplies/equipment	03/31/2018	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Canutillo ISD uses the Plan4Learning web-based software district-wide to detail the improvement plan process. Goals and objectives are analyzed and updated on a frequent basis and reviewed by senior management and the board of trustees. An annual evaluation of the Superintendent of Schools is conducted and shared with the board of trustees regarding the goals and objectives within the district improvement plan. If goals or objectives are not met and require adjustment, the "owner" of the goal and objective will determine how to progress in order to meet the goals. Timeframes are put into place for completion and resources needed are discussed and planned for. These are monitored and addressed frequently at quarterly intervals. The goals and objectives for the district are posted and updated on the district website for communication to all stakeholders. The district also completes a more extensive five-year plan. This strategic plan compared to the district's one-year improvement plan details district goals and objectives for a longer scope of time. The CTE Department uses faculty and professional learning community meetings to discuss goals and objectives related to the department for the school year and beyond. Advisory board members play a role in reviewing and discussing current and in-demand industry trends and pathways offered within the school district for improvement. For the introduction of upcoming courses, advisory board members are given the opportunity to give input with regards to the feasibility of industry needs, skills attainment, employability factors and overall needs their respective industry are currently seeking for qualified, future applicants. Feedback from our advisory boards is disseminated to district officials for review at leadership team meetings, director and executive team meetings. Teachers teams are assembled and recommendations from the advisory board are considered for implementation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, CISD is raising crops on the land where the proposed Horticulture Science greenhouse will be placed. It is maintained and supported by Agriculture Science teachers without student participation as the Horticulture Science program is not in place. All components of the proposed project will allow for rigorous, innovative curriculum that promotes critical thinking skills, research-based theories, problem-solving skills, higher-order reasoning and the possibility of many interdisciplinary projects to strengthen core academic content. Coordinated efforts to maximize the effectiveness of grant funds will include, but not limited to, clarifying the use of funds for student success, fulfillment of project's goals and objectives, and ensure value-added components are part of the project expenditures. Due to the existing crop in place, key project personnel have committed to the expansion efforts of a new pathway that would include the student learning component that addresses lost opportunities for the development and implementation of industry experiences and hands-on learning. Frequent and focused evaluations will be conducted at scheduled intervals to monitor program effectiveness and provide recommendations for project goals and objectives. Program meetings will consist of project participants and stakeholders, industry and community partners, parental support teams, advisory board reviews, community members, and university faculty input. Through these meetings the return on investment and positive impact the planned project will have on the community will be emphasized through the development of funding strategies and communicated to all stakeholders involved. Without the funding this grant will provide this planned expansion can not be implemented and the valuable benefits and experience it can offer students in post-secondary opportunities, work-based learning and industry certifications would be lost. The grant funding for this planned project will allow the district to execute the full potential and benefits to the students while providing a skilled, prepared workforce for a regionally, identified, in-demand occupations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Post-secondary enrollment data	1.	Student enrollment in post-secondary education
		2.	Passing/Increase in test scores for college readiness
		3.	Student preparation for transition to post-secondary institutions
2.	Recruitment	1.	Student Counseling & Career Fair efforts
		2.	Completion of coherent sequence of courses
		3.	Equitable access to program
3.	4-Year Graduation Plans	1.	Course enrollment in pathway/program of study
		2.	Pathway continuation
		3.	Non-traditional enrollment data
4.	Qualified Workforce	1.	Student internships (Intern site visits)
		2.	Course Practicums (expansion)
		3.	Work-based Learning opportunities (employer visits)
5.	Retention	1.	Student Enrollment & Attendance Data
		2.	Completion of coherent sequence of courses
		3.	Extension of current CTSO membership (FFA)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Post-secondary enrollment will be maintained and reviewed through the acquisition of the Student National Clearinghouse which provides post-secondary data for our graduates to a local database. This data upload returns university data on each graduate such as GPA, degree plans, current enrollment through their Student Tracker for Outreach Programs. With the development of industry and postsecondary partnerships, the district will have the ability to plan curriculum and industry certifications based on the needs of in-demand occupations and feedback received. These partners will be pivotal in the review of coursework and the crosswalk to post-secondary programs that will make for easier student transition. The review of PBMAS reports and PEIMS data will assist with the process of tracking 4-year plan completion, CTE Concentrators that complete the coherent course sequence and non-traditional student enrollment. Four-year plans are kept on file for every student for review and modification and to ensure equitable access to every program for every student. The success of internship and work-based learning activities are tracked through employer visit documentation and evaluations. CTSO membership rosters, leadership conference enrollment and competitive event attendance will offer data to the project planning team regarding increased CTSO enrollment numbers that can be tracked year to year. Attendance data is monitored through the ADA reports reviewed by campus administrators and shared with all faculty and staff through PLC and faculty meetings. Intervention techniques for attendance issues and behavior management are implemented through the use of the Positive Behavior Interventions and Supports (PBIS) district-wide initiative. The planned grant project will embed project-based learning and character lessons through work-based training to assist with instilling self-correcting behavior. The overall effectiveness of the initiative is monitored closely and modifications for focus area changes are communicated through database record keeping of submitted referrals for any area of concern. Any issues with project delivery will be identified through continuous monitoring and assessment of the program and identified through site observations, surveys, and review of student and program data. Program activities will be adjusted after review and recommendations made and independent evaluations will be planned at the end of each Fall, Spring and Summer terms. The project team will review the data collected and determine whether the program is close to achieving the measures outlined for completion.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071907

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

According to the Texas Career Check Occupation Summary for the Borderplex region, Farmers, Ranchers, and Other Agricultural Managers occupations fall in the top 25 occupations making above the Texas median wage of \$34,550, ranked by highest projected number of jobs added due to growth for the period 2014 - 2024. The project planning team reviewed the occupational summary for this identified industry sector and the employment rate is expected to increase by 7.00% and the Texas projected employment by 2024 for this sector is 271,850, an increase of approximately 18,000 jobs from 2014.

The Canutillo ISD sits in a suburban-rural area, surrounded by ranches and farms. CISD students live on these ranches and farms and for the most part work them as part of the family business. The planned project to include the Horticulture Science program of study provides an opportunity to address many aspects of this community's needed skill set and the chance to provide innovative farming methods that improve their quality of life. The positions listed in the occupational summary would lead this community and future agricultural science students to create economic self-sufficiency with a substantial current or potential impact locally, regionally, and statewide. The opportunities for advancement through the research-based learning and partnerships created with industry specialists as a result of the project can lead the students to a develop innovative approaches to farming, ranching and agricultural techniques. This attribute of the planned project contributes to the growth and stability of other supporting businesses and/or industry sectors with cross-industry relationships.

The local Workforce Solutions Borderplex institution has partnered with Canutillo ISD to work with the district to offer input and informational meetings on local and regional industry trends and needs as employers are attracted to the area. The extensive list of work activities listed in this sector's occupational summary led to the decision to pursue it as the project planning team reviewed how succinctly the list fit to an innovative program, exciting project-based learning activities, critical thinking skills, and real-world applications. A greenhouse can help students understand all pesticide/herbicide/organic management decisions. The economic impact of choosing to use chemicals vs. non-chemical use, what plants/crops to use in this region, which seed variety is better than others (for this region), are all lessons that can be learned in the greenhouse. These topics are beyond the general "how-to" regarding growing plants in the greenhouse. Topics such as water conservation, fertilizer needs, are always very important in West Texas and Southern New Mexico because of the desert region we live in.

To list a few directly from the Texas Career Check Occupation Summary that would immediately make an impact and benefit the local area:

- Analyze adaptability of species to new environmental conditions
- Analyze soil to determine fertilizer requirements
- Apply herbicides, fertilizers, or pesticides
- Cultivate agricultural and aquacultural crops for harvesting
- Design hydroponic growing systems
- Design irrigation systems
- Evaluate soil conditions
- Feed/water wild, domestic, or farm animals
- Harvest agricultural or aquacultural crops
- Identify characteristics of insects, pests, and diseases
- Inspect farm crops or fields
- Irrigate horticultural or agronomic crops
- Plan development of hybrid plant varieties
- Regulate greenhouse climatic conditions
- Study plant development

Without grant funding to create this type of experience, work-based learning opportunities and innovative practices, the growth and impact to the local, regional and statewide benefits would not be possible.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The future goal with the planned project is to expand the current Agriculture Science pathway by adding a Horticulture Science program of study. Currently, the district uses a Agriculture Science teacher to oversee a plot of land used to grow and cultivate a small crop. There is no student interaction with the crop as this program of study is not offered in the pathway. However, the Agriculture Science Power Systems program uses the department tractor to demonstrate its uses by cultivating the soil and irrigating the field. Adding the Horticulture Science component to the program makes a co-curricular experience for both courses and extends the learning and deeper understanding for both curriculums.

Eventually, a third opportunity for co-curricular opportunities will emerge as foundational coursework is in place and upper-level courses build rigor with more in-depth analysis and research required for dual-credit courses. The Horticulture Science students will work with not only the existing Power Systems component but, the implementation of how horticulture science integrates with the Animal Systems program already in place in the Agriculture Science pathway. Students will be exposed to co-curricular projects that involve all three programs through interdisciplinary projects and real-world problem solving in addition to connections to be made with core content classes.

The grant funding will allow the program to purchase and equip a fully functional greenhouse and engage Horticulture Science students in deeper learning with opportunities to experience innovative and exciting hands-on projects, access to the latest technology, and industry certifications. The New Mexico State University (NMSU) has partnered with Canutillo ISD to review the high school curriculum for the proposed program of study and has identified the postsecondary crosswalk. NMSU is a short forty-two minute drive from central El Paso, Texas and only thirty minutes from Canutillo. NMSU is considered a viable option for many El Paso students as the university accepts El Paso students for resident tuition and dual-credit coursework transferrable they earned in El Paso high schools. The university has agreed to assist CISD with the development of the Horticulture Science program by serving as curriculum reviewers, postsecondary contacts, campus visits, make crosswalk coursework recommendations, and serve as CISD Advisory Board members.

In addition to NMSU, Western Texas College in Snyder, Texas will also partner with CISD through a post secondary partnership. This college offers the Turfgrass and Landscape Management Program, an Associate in Applied Science Degree as well as a certificate program. The one-year certificate in Turfgrass/Landscape technology prepares the student for employment in golf course and park maintenance, landscape and irrigation construction, or the landscape maintenance industry. There are a total of twenty-two golf courses in the El Paso, Texas and Las Cruces, New Mexico areas, with an addition of a multimillion dollar, three-story, high-tech Topgolf Driving Range in El Paso by the end of 2017. These facilities can offer CISD students work-based learning and internship opportunities as well as leading to an career avenue to utilize a Turfgrass and Landscape Management degree.

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The following table outlines a sample crosswalk of high school course sequence for the Horticulture Science program of study alongside the postsecondary coursework from NMSU. This sample crosswalk offers dual-credit coursework accepted at NMSU that can eventually lead to a bachelor's degree. The NMSU College of Agriculture, Consumer and Environmental Sciences lists seven possible majors which includes: Agronomy, Environmental Science, Genetics, Horticulture, Soil Science, Turfgrass Science and Management and interdisciplinary graduate degree program in Water Science and Management. The crosswalk above transitions easily to the Horticulture, Soil Science, and Turfgrass Science and Management bachelor degrees.

Horticulture students will earn approximately fifteen college credit hours upon successful completion of the coursework outlined below aside from additional AP or DCR core content courses they complete.

High School Course Sequence	Postsecondary Course Crosswalk (NMSU)
Principles of Agriculture, Food, and Natural Resources (1 Credit) OR Floral Design (1 credit)	*HORT 240- Floral Quality Evaluation and Design (2 cr.) *TX-CTE Floral Design requires additions to coursework for full college credit
Landscape Design & Management (½ credit) and Turf Grass Management (½ credit) OR Horticulture Science (1 credit)	HORT 377 - Introduction to Turfgrass Management (4 cr.) AND HORT 307-Landscape Design (3 cr.) OR HORT 100- Introductory Plant Science (4 cr.)
Greenhouse Operation and Production (1 credit)	HORT 488- Greenhouse Management (4 cr.)
Advanced Plant and Soil Science (1credit) *satisfies HS science grad requirement	*HORT 100- Introductory Plant Science (4 cr.) *Adv. Plant & Soil Science and Horticulture Science required for HORT 100 credit

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071907

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The New Mexico State University Plant and Environmental Sciences Department has agreed to become new strategic partners with CISD for the proposed project by reviewing curriculum, supporting project implementation, and provide postsecondary crosswalk recommendations. Dr. Geno Picchioni, NMSU Plant and Environmental Science Professor has agreed to become a member of the CISD Advisory Board to align postsecondary courses with in-demand occupations in the regional area and offer college and career informational meetings to high school students and their parents.

Along with NMSU, Jessica Colvin, Assistant Professor of Agriculture from Western Texas College of Snyder, Texas is eager to work with CISD to assist with curriculum development supporting postsecondary opportunities for industry certifications and associate degree acquisition.

The CISD Agriculture Science faculty works with local farmers and ranchers to assist with soil and irrigation throughout the Canutillo area. CISD will expand on this relationship with the proposed program by soliciting their expertise regarding local and regional issues while collaborating to provide external learning experiences for students. In close proximity to Canutillo, Sierra Vista Growers operates their full service wholesale/retail nursery with plants appropriate for the Chihuahuan desert. The facility runs on solar-generated power, as well as recycles and composts and their staff, which includes horticulturists, will be valuable resources for the planned project. Sierra Vista Growers currently partners with the CISD Agriculture faculty and can host student external learning field trips and student internships. With the above mentioned, two other local farms currently collaborate with CISD and have been contacted to partner with CISD for the proposed project to include: Jim Hill from Hill Farms and Alvarez Farms. These partners will provide students engaging, external learning environments where occupation-specific skills and problem-solving skills can be taught by industry experts in relevant, real-world settings.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The CISD Agriculture Science faculty currently works with local farmers and ranchers to assist with soil and irrigation throughout the Canutillo area. CISD will expand on this relationship with the proposed program by soliciting their expertise regarding local and regional farming and ranching issues while collaborating to provide external-learning experiences for students. These business owners will assist with in-class demonstrations and discussions, curriculum development and pivotal partners in the development of the proposed Farm-to-Table program embedded in the plan goals.

In close proximity to Canutillo, Sierra Vista Growers operates a full service wholesale/retail nursery with plants appropriate for the Chihuahuan desert and runs their greenhouses on solar-generated power. They currently partner with the CISD Agriculture Science faculty and will continue to expand this partnership by hosting external-learning field trips and summer internships for CISD students. Their staff, which includes horticulturists, will be valuable resources to CISD by supporting the planned project with curriculum development and industry expertise.

With the above mentioned, two other local farms currently collaborate with CISD and have been contacted to partner with CISD for the proposed project to include: Jim Hill from Hill Farms and Alvarez Farms. These partners will provide students engaging, external learning environments where occupation-specific skills and problem-solving skills can be taught by industry experts in relevant, real-world settings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071907

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The desire to expand the CISD Agricultural Science program of study has been discussed over many years, but the lack of funding has kept it on paper and out of the classroom. The district and program partners will develop a sustainability blueprint that addresses the following after the end of the grant program:

- program goal attainment and evaluation process (sustainable program structures)
- ongoing and expansion of partnerships
- student data (non-traditional and special population enrollment, grades and attendance, postsecondary enrollment and graduate completion tracking)
- program marketing and recruiting
- internship and work-based learning success
- continued teacher training
- greenhouse structure and equipment in place (supply replacement process in place)
- program outputs in place and to continue (new curriculum, website announcements, recruiting)
- methods to receive and review feedback
- base decisions on data through quarterly performance reports
- identification of resources needed to manage, improve and operate project activities efficiently and effectively
- monitoring community outreach impact (future support by advisory board members, in-kind contributions of time, space, etc., community buy-in)

The proposed program of study has many facets that can expand past the general focus of agriculture. It promises to maintain and motivate students that traditionally would not pursue the agricultural science field as a chosen pathway which in turn builds strong, sustainable programs with postsecondary credit and industry certifications. It can make a direct impact on many families that live in the Canutillo area by involving them in the implementation process and ongoing collaboration between school and community programs that benefit their children and in some cases, their family's livelihood.

The diversity of planned program activities allows Canutillo ISD to provide resources not currently accessible to the entire community for years to come. With the completion of the planned project and implementation of the new program of study, CISD will be able to integrate the greenhouse component to cultivate a farm-to-table program, expand the current vegetable crops, research traditional versus nontraditional fertilization methods, create an Integrated Pest Management (IPM) Program, and implementation of an aquaculture management program that would lead to a venture in Hydroponics. An expansion of the program can include partnerships with event halls and restaurants for food and floral arrangements and with the community for farm "shares."

As a result of students working alongside industry experts and organizing their new knowledge of the various facets of the field, the program can assist them with visualizing individualized plans for future entrepreneurial ventures. For example, the proposed Integrated Pest Management Program can lead to students taking the Texas Department of Agriculture Structural Pest Control Exam for licensing and opening a business of their own. The Future Farmers of America (FFA) organization helps students put knowledge into practice through several career development events such as Agricultural Sales, Floriculture, Farm Business Management, and Land Evaluation. These events offer real-world entrepreneurial experience for students to work with the public and their products for promotion and sale. The FFA organization is one of the strongest at Canutillo ISD and will continue to expose students to practical, real-world experiences through leadership opportunities, competitive events, and community service. With the grant funding during the first year immediately allocated for the purchase, building and equipping of the proposed greenhouse, teacher externships and instructional materials, the CISD FFA can expand further in the events and opportunities it provides students not currently available.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071907	Amendment # (for amendments only):
<p>TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Applicants applying for Focus Area 4 must address this question.</p> <p>Western Texas College in Snyder, Texas will partner with CISD through a post-secondary partnership. This college offers the Turfgrass and Landscape Management Program, an Associate in Applied Science Degree as well as a certificate program. The one-year certificate in Turfgrass/Landscape technology prepares the student for employment in golf course and park maintenance, landscape and irrigation construction, or the landscape maintenance industry. The college will make site visits to Canutillo to promote the Turfgrass and Landscape Management Program to students and assist with college applications and financial aid at FAFSA Parent Nights.</p> <p>New Mexico State University (NMSU) has partnered with Canutillo ISD to review the high school curriculum for the proposed program of study and their Plant and Environmental Science Department has identified a postsecondary crosswalk. NMSU is a short forty-two minute drive from El Paso, Texas and only thirty minutes drive from Canutillo. NMSU is considered a viable option for many El Paso students as the university accepts El Paso students for resident tuition and dual-credit coursework transferrable they have earned in El Paso high schools. The university has agreed to assist CISD with the development of the Horticulture Science program by serving as curriculum reviewers, postsecondary contacts, campus visits, crosswalk coursework recommendations, and serve as CISD advisory board members.</p> <p>CISD currently utilizes the publishing company ICEV as an online, cloud-based curriculum resource for the agricultural science program of study and offers students a competitive edge with ICEV's nationally recognized industry certifications. With ICEV's certification program, students can work toward their college and career goals while advancing through regular coursework. CISD Horticulture students can certify while in the program in Principles of Floral Design and with the expansion of the proposed program, Plant Science Certification.</p> <p>The Plant Science Certification endorsed by Bayer CropScience provides students with a solid understanding of plant science, including plant processes, nutrition, genetics and evaluation. In addition, the certification addresses major topics in the plant science industry, including water resources and measurement, fertilizer and pesticide safety, pests and diseases, crop production and scientific classification.</p> <p>The Principles of Floral Design Certification endorsed by Benz School of Floral Design requires students to display a thorough understanding of the principles, elements, geometry, basic techniques used in floral design. In addition, students will become associated with the origins and history of floral design, as well as be able to identify flowers and floral materials, design and create arrangements and understand the elements used in critiquing and appraising floral designs.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071907

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The awarding of a Perkins Reserve Grant will complement and expand the existing CISD Agricultural Sciences program by offering a new Horticulture Science program of study and offers the following benefits to students and the community:

- Funding will provide a fully functional, state-of-the-art greenhouse that would not be possible due to lack of funding awarded to the district.
- The grant funding will expand the number of industry certifications and industry experiences not afforded to CISD in horticulture due to a non-existent program.
- The Horticulture Science program of study will allow students to earn college credit through the newly formed partnership with the New Mexico State University Plant and Environmental Science Department.
- The proposed program of study will expand and increase the number and kind of significant learning opportunities to students with partnering postsecondary and industry experts through internships, work-based learning opportunities and real-world field experiences.
- The district will gain several new advisory board members, community representatives and strategic partnerships that could offer insight, guidance and support not only to the proposed program of study but to several others.
- The new program can offer viable options to non-traditional students that haven't shown past interest in the agricultural sciences through Animal Science or Power Systems.
- The proposed program will integrate the greenhouse component to cultivate a farm-to-table program, expand the current vegetable crops, research traditional versus nontraditional fertilization methods, create an Integrated Pest Management (IPM) Program, and implementation of an aquaculture management program that would lead to a venture in Hydroponics. The above mentioned programs lead to impact in the Canutillo community as many families live and work farms and ranches in the area.
- The proposed greenhouse and rigorous curriculum offers students modern technology, technical skills and tools that meet current and future industry needs and appropriate preparation for postsecondary coursework and high skill, high wage, and high demand occupations in current and emerging fields.
- Students will be exposed to increased opportunities to acquire knowledge, skills, and abilities required of the identified occupations that are both high demand and high wage.
- The dual credit courses offered through the project will inspire students to enroll in a 4-year institution of higher learning to obtain their associate's and/or bachelor's degree in the new program of study.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities		X	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	X	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071907

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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